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| --- | --- | --- | --- |
| **Unit Title:** Communities |  | **Grade Levels:** | 3rd |
| **Subject/Topic Areas:**  Environment and Society |  | | |
| **Key Words:** |  | | |
| **Unit Designer:**  Angie Sanchez |  | **Time Frame:** |  |
| **School District:** |  | **School:** |  |

**Link to Content Standards**

|  |
| --- |
| * [www.**dodea**.edu/curriculum/](http://www.dodea.edu/curriculum/) |

**Brief Summary of Unit (including curriculum and unit goals)**

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| The goal of this unit is for students to understand what communities are to learn the ways in which people adapt to their environment and change the world they live in. Students will learn about the how communities are alike and different. They will learn how individuals contributed to the expansion and creation of a community and how communities adapt to its environment. |

**Unit Design Packet**

|  |  |
| --- | --- |
| CONTENTS | STATUS |
| 🞎 Completed template pages  🞎 Completed blueprint for each perform. task  🞎 Completed blueprint for other evidence  🞎 Directions to students and teachers  🞎 List of materials and resources  🞎 Suggested accommodations  🞎 Suggested extensions | 🞎 Initial Draft (date: \_\_\_\_\_\_\_)  🞎 Revised draft (date: \_\_\_\_\_)  🞎 Peer reviewed  🞎 Content reviewed  🞎 Field-tested  🞎 Validated  🞎 Anchored |

What enduring understandings are desired?

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| --- |
| Students will understand |
| * How people created and shaped their community over time * How people in their communities interact with their environment * How people in their community use technology * How people use human and natural resources to help their community grow |
| **A** |

**Interpretive, Narratives, Authentic, Primary**

What essentials questions will guide this unit and focus teaching and learning?

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| --- |
| * What is a community? * How communities around the world are alike and different? * How individuals contributed to the expansion or creation of a community? * How a community adapts to an environment and how the environment should be adapted to the community? |
| **B** |

**\*Bloom’s Taxonomy**

What key knowledge and skills will students acquire as a result of this **Interdisciplinary** unit?

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| --- |
| Students will know |
| * How to gather information through interviews and be able to map their lineage using mapping skills |
| * How to gather information to gain an understanding of other cultures and create a class scrapbook * How to identify attributes of a community and |
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What evidence will show that students understand?

**Performance Tasks (summarized)** (Complete a Performance Task Blueprint for each task)

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| --- |
| 1. Conduct interviews and map their lineage 2. Creating a timeline 3. Create a class scrapbook 4. Construct a 3-D model presentations |
| **D** |

**OTHER EVIDENCE** (Use the Blueprint for Other Evidence

to describe assessments other than performance tasks.)

**Quizzes, Tests, Prompts, and Work Samples (summarized)**

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| --- |
| 1. Rubric 2. Journals 3. Graphic Organizers/Venn Diagrams 4. Participation Checklists |
| **E** |

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| --- | --- | --- |
| Unprompted Evidence (e.g., observations and dialogues) |  | Student Self-Assessment |
| * Teacher observations * Conferences with each group on a daily basis * Each group work for the day will be analyzed and evaluated to make sure students understand the research process and that they are using the learned skills properly. |  |  |
| **F** |  | **G** |

Write the targeted understanding and core performance task in the middle box—what students should understand and be able to do. Then, brainstorm types of evidence that might be most useful, insightful, and fair for rounding out the picture to produce sufficient evidence of understanding.

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| --- | --- |
| **Formal observations or interviews of students** Targeted Understanding What is a Community? Core Performance Task Develop a 3-D Model of their Community (Rural, Urban, Suburban)  Students have been learning about how people have created and shaped their communities. They have developed an understanding of how people interact with their environment. | **Public performance**  Students will present their models to a live audience (class and parents) |
| **Written, oral, or visual (displayed) products in response to prompts**  3-D Model Presentation | **Student self-assessments, logs, and peer reviews**  Students will work together (sharing, talking, organizing) and respecting their peers ideas and getting everyone involved in the decision making. |
| **Student exhibits or models**  Students will use the model to demonstrate their understanding of what a community looks like | **Short-answer quizzes and tests** |

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| --- | --- | --- | --- |
| Task Title: | Conduct Interviews and Map Lineage | Appropriate Time Frame: | 2 days |

**What desired understandings/content standards will be assessed through this task?**

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| --- | --- | --- | --- | --- |
| Create questionnaire and checklist to gather information using their family/community members as resources. |  | Interview his/her family member and take notes |  | Present his/her questionnaire and use maps to identify cities, states, landforms, and direction in which their family came from. |

**What is the purpose of this assessment task?** 🞎 Formative 🞎 Summative

**Through what authentic performance task will students demonstrate understanding?**

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| --- |
| Task Overview (GRASPS: goal, role, audience, situation, product/performance, and standards) |
| Students should be to gather information to learn about the history of their family by interviewing a family member and using this information to map the different places their family or community member came from and have been. |

**What student products/performances will provide evidence of desired understanding?**

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| --- | --- | --- | --- | --- |
| Interview notes |  | Mapping skills |  |  |

**By what criteria will student products/performances be evaluated?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ◼ Participation |  | ◼Mapping skills |  | ◼ |
| ◼ Knowledge |  | ◼ Understanding |  | ◼ |

**What type of scoring tools will be used for evaluation?** (Use a separate sheet for scoring tools.)

|  |  |  |  |
| --- | --- | --- | --- |
| 🞎 Analytic rubric | 🞎 Holistic Rubric | 🞎 Criterion (performance) List | 🞎 Checklist |

**What other assessment evidence**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: Checklist |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Works Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

**will be collected during this unit?**

**What will be assessed?**

|  |  |
| --- | --- |
| 🞎 Knowledge | 🞎 List: \_\_\_\_\_\_\_\_\_\_ |
| 🞎 Skill |  |
| 🞎 Understanding |  |

**How will evidence be collected?**

|  |  |
| --- | --- |
| 🞎 Quiz/Test | 🞎 Assignment |
| 🞎 Teacher notes | 🞎 Other: \_\_\_\_\_\_\_ |

**What type of assessment will be used?**

|  |  |
| --- | --- |
| 🞎 Selected response | 🞎 Observation |
| 🞎 Academic prompt | 🞎 Work Sample |
| 🞎 Brief constructed  response | 🞎 Other: \_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**What is the assessment purpose?**

|  |  |  |
| --- | --- | --- |
| 🞎 Diagnostic | 🞎 Formative | 🞎 Summative |

|  |
| --- |
| **Describe the assessment and state the prompt** (if applicable) |
|  |
| **By what criteria will student responses be evaluated?** (Complete if applicable) |
| **◼** |
| **◼** |

**What type of scoring tools will be used for evaluation?** (Check if applicable.)

|  |  |
| --- | --- |
| 🞎 Analytic rubric | 🞎 Checklist |
| 🞎 Holistic rubric | 🞎 Answer key |
| 🞎 Criterion list |  |

A unit can often be made more engaging if provocative questions introduce major topics. Use the prompts below to help you generate possible entry questions to hook and entice students.

Understandings and essential questions to be addressed in the unit

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| --- |
| * What is a community? |
| * Explain how communities around the world are alike and different?\ |
| * Describe how individuals contributed to the expansion or creation of a community? |
| * How should a community adapt to its environment and how should the environment be   adapted to the community? |

To generate entry questions and problems for the unit, consider

* Weird facts, discrepant events, and anomalies.
* Issues and problems that students can relate to and that raise essential questions.
* Proverbs, aphorisms, and folk wisdom.
* Interesting questions that have arisen when you have taught or studied this content.

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**What sequence of teaching and learning experiences will equip students**

**to develop and demonstrate the desired understandings?**

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| Consider the WHERE elements from the student’s perspective |
| 1. Lessons addressing –gathering information, note taking, organizing data, what makes a good presentation. 2. Read-alouds to engage and draw attention from students (non-fiction and fiction books) 3. Taking roles and carrying out tasks that correspond 4. Conducting interviews to gather information 5. Discussions among groups and as a class 6. Reflecting on oneself and others through journaling group discussion 7. Self assessing using rubrics and checklists |
| **H** |
| |  | | --- | |  | |  | |